TEACHER PUPIL CONTROL IDEOLOGY, TEACHER MORALE, AND THEIR RELATIONSHIP TO TEACHER INVOLVEMENT, PRINCIPAL PLANNING TECHNIQUE, PRINCIPAL INTERPERSONAL STYLE, AND SCHOOL ACHIEVEMENT IN URBAN SCHOOLS

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DAISY B. EVANS

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ABSTRACT

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EVANS, DAISY B. B.S. CALIFORNIA STATE UNIVERSITY, 1972
M.A. ATLANTA UNIVERSITY, 1987

TEACHER PUPIL CONTROL IDEOLOGY, TEACHER MORALE, AND THEIR RELATIONSHIP TO TEACHER INVOLVEMENT, PRINCIPAL PLANNING TECHNIQUES, PRINCIPAL INTERPERSONAL STYLE, AND SCHOOL ACHIEVEMENT IN URBAN SCHOOLS

Advisor: Dr. Trevor A. Turner

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This study investigates the extent to which the teacher's ideology for pupil control and teacher morale are influenced by teacher involvement in decision making in the schools, principal planning techniques, principal interpersonal style, school achievement and selected teacher biographic variables.

A questionnaire measuring Pupil Control Ideology (PCI), Teacher Morale, Teacher Involvement, Principal Planning Techniques, Principal Interpersonal Style, School Achievement, and selected demcgraphic variables was administered. A total of 120 teachers were randomly selected from six urban Atlanta, Georgia schools. The schools were selected on the basis of low and high achievement representing elementary, middle and high schools.

The findings revealed that in correlation and regression analyses pupil control ideology (PCI) was significantly related to school achievement; but PCI was not significantly related to teacher involvement, principal planning techniques, principal interpersonal style, or teacher selected biographical variables. In a correlation analysis of teacher morale a strong significant relationship was indicated between teacher involvement, principal planning techniques, principal interpersonal style and school achievement. In addition, in regression analysis only planning and school achievement were significantly related to teacher morale. In a factor analysis, teacher morale was placed in Factor I with teacher involvement, principal planning techniques, principal interpersonal style, and school achievement. Pupil control ideology was negatively placed in Factor IV with sex indicating male pupil control ideology was more custodial than female control ideology. The conclusions were that: (1) humanistic teacher pupil control ideology tended to influence higher school achievement and vice versa; and (2) teacher morale was influenced by teachers' involvement in decision making, principal planning techniques, principal interpersonal style, and school achievement.

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CHAPTER I

INTRODUCTION

In this decade of educational reform, based primarily on the research report of the National Commission on Excellence in Education (1983), emphases have been put on student achievement and control of teachers through competency tests. In Georgia, an educational reform act, Quality Basic Education Act (1985) underscores student achievement and controls teachers through the Teacher Competency Test (TCT) and the Georgia Teacher Evaluation Instrument (GTEI) without examining whether stronger control of teachers would result in stronger control of students. Stronger pupil control could lead to student alienation which in turn could affect teacher morale.

In research relating to the present crisis in education, reported in Education Under Siege, Aronowitz and Giroux (1985) explained that the military model, rigid control of learning, works. In other words, punishment is an effective tool for the reproduction of a hierarchical order, in which students are expected to learn "certain competencies" to play their respective roles in society. However, rigid control in the school system can result in limited student achievement while causing student alienation and resistance. Consequently, if

teachers are rigidly controlled through testing and evaluation procedures, students may be controlled through similar methods by the teachers, causing reactions of resistance from the students. Thus, Aronowitz and Giroux conclude that negative reactions to controlling behaviors by individuals in the school system may create a more bureaucratic and closed climate as opposed to positive reactions to non-controlling behaviors creating a more democratic-open climate in the system. Hence, positive reactions are the outgrowth of positive behaviors by individuals in the system, and positive reactions, in turn, result in achievement of the school system's goals as well as higher teacher morale.

In terms of school policy and management, the significance of this study lies in the possibility that, it will encourage school leaders to emphasize planning techniques rather than specific acts of control of teachers in order to improve teacher morale, student self responsibility, and student achievement.

Problem Statement

The purpose of this study is to determine the extent to which the teacher's ideology for pupil control and teacher morale are influenced by teacher involvement in decision making in the schools, principal planning techniques, principal

interpersonal style, and school achievement; and whether selected teacher biographic variables will relate to teacher morale and pupil control ideology.

Justification for this Study

A. Pupil Control Ideology and Student Achievement

A recent report (Time, Feb. 1, 1989) paints a grim picture of discipline practices by school officials in urban inner-city schools. Hoy and Miskel (1983) postulate that there are two prototypes of pupil control ideology: (1) humanistic, and (2) custodial. In this study "pupil control ideology" is the extent to which the teacher's belief regarding classroom management during instruction and interaction with the student is open-democratic/humanistic or closed-bureaucratic/custodial. If a teacher uses open dialogue, accepts suggestions and ideas of students, uses relevant alternative methods in instruction as well as texts, believes in ability of students, and commands an atmosphere of freedom through the exchange of ideas, then the teacher is exercising a belief in a democratic and humanistic model of management. If on the other hand, a teacher uses directives, goes by the rules and regulations as passed down from higher authority, is inflexible in methods of instruction and use of materials, believes in limitations on learning for students based literally on a "basic skills"

philosophy, then the teacher is exercising a bureaucratic and custodial model of classroom management. Further, according to Hoy and Miskel (1983) the school control orientation and student's sense of involvement are important factors in student's educational growth and development.

Anyon (1981) in a study which focused on five east coast elementary schools located in differing social class communities, found that students from contrasting social classes were being exposed to differing forms of teaching and control orientation. Further, she documented how students from these various social classes were being exposed to social relations and ideologies that fostered particular relationships to the world of work and capitalist rationality in general. Through an analysis of the actions, language, and teacher expectations displayed in these classrooms, Anyon explained that working class schools were primarily taught to follow rules. "Student work is often evaluated not according to whether it is right or wrong, but according to whether the student followed the right stage". While for students in the middle class school, work was graded on getting the right answer. In addition, Anyon defines what is called "Executive Elite Schools", in which the nature of the pedagogy used changed drastically. These students were exposed to school work that involved developing their analytical prowess; lessons were designed to promote critical reasoning and challenging

intellectual postures regarding the knowledge under examination as well as the answers developed in class. Therefore, in examining the reasons for low student achievement in urban public schools, Anyon shows that pupil control ideology along with social class, curriculum content, and expectations of students are determining factors in the school system's effectiveness toward higher achievement.

B. Pupil Control Ideology and Student Alienation

In looking at pupil control further, it would appear that the type of pupil control used affects how students feel towards the school system--whether they feel accepted or alienated. Shor and Freire (1987) explain that a big problem in American society today is student resistance to the official curriculum, and that administrators and teachers are refusing to change the curriculum that alienates students. Shor (1987) further states that the official pedagogy is turning students against intellectual work. In other words, the instructional programs are not designed for "all" the students, and consequently students who are from the inner-city and rural areas are becoming alienated with the present offerings of instruction.

In a broad and in-depth research study on schooling in the United States, involving observations of over one thousand classrooms, Goodlad (1982) concluded that instructional methodology and techniques are traditional.

> Those staffs appearing to have developed considerable capability for resolving school wide issues and problems appear not to have had comparable success in developing unusually stimulating teaching. These teachers lecture, monitor seatwork, and engage in activities requiring only rote learning about as much as teachers in schools where many problems appeared to have gotten out of hand (pp. 167-182).

So, in general, instruction of students is the same in all environments and thus the control ideology of teachers could be the cause of alienation and resistance of some students to the curriculum. Additionally, according to Goodlad, if instruction and curriculum content are not based on the need of the students within their particular environment then academic success is minimal.

In explaining the reasons for the controlling methods of schooling in American society, Carnoy and Levin (1985) describe schools and workplaces as being organized in ways that correspond closely in that they both tend to be large, bureaucratic, impersonal, hierarchical and routined. Furthermore, both tend to motivate performance with external rewards such as grades and wages, rather than depending on the value of the enterprise itself. Consequently, schooling

is hierarchical in nature in order to meet the economic demands of society. Thus, depending on the socio-economic status of the student, there are tighter controls at the lower levels of the hierarchy and lesser or more flexible controls at mid and higher levels of the hierarchy. Therefore, according to Carnoy and Levin's analysis, those students of middle and upper classes get quality schooling with little or no control, while those of lower class get poor quality schooling with rigid control resulting in minimal achievement in school and society.

In conceptualizing the organizational structure of schools, Kolesar (1967) states that principals have an important role in the development of climate conducive to student commitment and sense of power. He further states that schools with principals who were high in trust and low hindrance had significantly less student alienation. Principals in such schools led by personal example; they were inclined to take risks for change; they avoided burdening teachers with routine work; and they were perceived by teachers as facilitators. Therefore, teachers given power to control and freedom in the classroom are more likely to be more accepting and democratic in their methodology of instruction; they may demonstrate more empathy toward students,

and may be more instrumental in causing higher achievement among their students.

In a much quoted classic work, Friere (1972) states that education is an exercise of domination stimulating the credulity of students with the ideological intent (often not perceived by educators) of indoctrinating them to adapt to the world of oppression. In other words, education is not a practice of freedom as it should be, but a pedagogy of oppression or pedagogy of control. Freire defines the "pedagogy of the oppressed" as one in which the dominant society prescribes what should be taught to the poor and working class citizens of a society in order to maintain order in the present system. Therefore, when the individual is rigidly controlled and denied freedom he/she becomes alienated and may resist. Resistance to a controlled environment on the part of students in the school system today is manifested by high absenteeism, little respect for authority, disruptive behavior, dropping out, failing grades, drug usage, etc.

In Death at an Early Age, Kozol (1967), 1987) describes an ideological control problem which still persists in the school system today. There are two systems: (1) one system which is more "humanistic" in the middle and upper class communities where expectations are high and teacher attitudes

and behaviors are civil; and (2) a system in which the poor and minorities are housed in buildings where teachers act as "custodians" or overseers as they strip students of any hopes or dreams by constant verbal demoralization, denial of the students' humanity, denial of students' freedom to be, and low expectations. This "custodial" system is an ideology of and for control of the low socio-economic student.

According to Ivan Illich (1971) the schooling structure in America should be dismantled, because he believes that the system of schooling used is not effective for educating students, and thus, results in poor quality and inequitable education for the majority of public school students. Illich's statement is supported by a recent Department of Education Report on trends in education reported in the Atlanta Journal-Constitution (May 4, 1989) which states, "U.S. Education is 'Stagnant' for Three Years". In other words, the educational reforms based on the "Nation at Risk Report" (1983) are not working. The system which is now operating is based on a control ideology of "closed-bureaucracy" as oppose to "open-democracy". Such a system, Illich postulated, is corrupt and will not resolve the problems within it. In other words, in order to alleviate the oppressive controlling nature of education for the poor and minorities, a school system must evolve which will enable them to be heard and recognized as equal citizens in this democratic society.

C. Organizational Structure of Schools as it Affects Teacher Morale and Pupil Control Ideology

Having examined research studies and other works showing the relation of pupil control ideology to (a) student achievement and to (b) student alienation, I now turn to works which show a relation between pupil control ideology and the organizational structure of schools.

The organizational structure of the school affects student achievement, teacher morale and control ideology. The principal's leadership style must demonstrate his/her ability to organize personalities to accomplish tasks of the organization efficiently and effectively. According to Sergiovanni and Strarrat (1983) there are four theories of supervision which have emerged in the organizational structure of the school system: (1) traditional scientific management, (2) human relations, (3) neo-scientific management and (4) human resource. First, traditional scientific is an autocratic philosophy of supervision in which teachers are viewed as subordinate and passive and are expected to follow the rules and regulations of the bureaucracy. Further, control, accountability and efficiency are emphasized. Second, human relations supervision is the democratic model of supervision. In this theory teachers are viewed as "whole people" having certain rights and privileges. Participation,

concern for teachers' feelings and good relationships are the bases of the human relations style of supervision. Third, neo-scientific is similar to traditional scientific in that the concern is control, accountability, and efficiency. The emphasis is on concern for job, concern for performance objectives and concern for tasks. This theory of supervision is also bureaucratic in structure and is not accepting of teacher views. Lastly, human resource supervision is concerned with teacher satisfaction. Satisfaction results from the successful accomplishments of important and meaningful work, and this is the key component of school effectiveness. The most popular form of supervision used today in urban areas is based on the neo-scientific theory in which the emphasis is on control and accountability.

School systems are bureaucratic in organizational structure and ignore the personalities and needs of individuals within the structure, according to Getzel & Guba (1957). Based on the theories discussed above, different models of supervision have emerged. For instance, Clinical Supervision is a model taken primarily from the theories of human relations and human resources. In many school systems it is proposed in plans but in reality is not implemented; perhaps this is due to its lengthy and time-consuming process. Or, on the other hand, lack of implementation could be because

of its participatory and democratic nature. Clinical supervision is based on collaboration and cooperation between teacher and supervisor. Cogan (1988) identifies eight phases in the cycle of clinical supervision.

Phase 1 requires establishing the teacher/supervisor relationship.

Phase 2 requires intensive planning of lessons and units with teacher.

Phase 3 requires planning of the classroom observation strategy by teacher and supervisor.

Phase 4 requires the supervisor to observe in-class instruction.

Phase 5 requires careful analysis of the teaching-learning process.

Phase 6 requires planning the conference strategy.

Phase 7 requires conducting the conference to discuss what was intended and what actually happened.

Phase 8 requires the recycling of the process.

Since the principal's role is pivitol in the school structure, the model of supervision imposed on the structure is very important in order to reach positive goals in the organizations, i.e., high teacher morale and humanistic control ideology. Clinical supervision is such a model of

supervision; if implemented it would meet the bureaucratic expectations as well as individual personality needs in the system structure. In clinical supervision the teacher-supervisor relationship is the foundation of the evaluative procedure. In using this model of supervision, two important elements, collaboration and cooperation, interact with planning and decision making of curriculum content and teacher instructional methodology. In other words, clinical supervision is a cooperative method of planning and evaluation which is designed to support and recognize the professional skill and knowledge of the teacher. This model of supervision enhances student achievement because the behaviors of acceptance and cooperation are transferable from supervisor to teacher and teacher to student.

Research Questions

Specifically, this study will seek responses to the following questions:

1. What are the relationships between pupil control, ideology, teacher morale and teacher involvement?
2. What are the relationships between pupil control ideology, teacher morale and principal's planning techniques?

3. What are the relationships between pupil control ideology, teacher morale and principal interpersonal style?

4. What are the relationships between pupil control ideology, teacher morale and school achievement?

5. Are selected teacher biographic variables related to pupil control ideology and teacher morale?

Summary

This research is necessary to determine if principal planning techniques carried on simultaneously with collaborative style and teacher involvement will influence teacher's pupil control ideology and teacher morale.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review the literature related to factors affecting pupil control ideology and teacher morale and how these two variables affect other factors. The literature reviewed is outlined by variable. The dependent variables are: pupil control ideology and teacher morale. The independent variables are: teacher involvement, principal planning techniques, principal interpersonal style, school achievement and selected teacher biographic variables.

Morale

Bivens (1985) investigated teacher characteristics and the effect of high school principals' leadership effectiveness and adaptability concerning teacher burnout. This study compared group personal characteristics of randomly sampled Indiana high school faculties that are in a low burnout condition to those that have high burnout; and correlated the degree of adaptability of leadership style of principals of high burnout faculties by their score on the Leader Effectiveness and Adaptability Description (LEAD) with the Maslach Burnout Inventory (MBI) scores of their respective

faculty. The findings indicated low burnout faculties were slightly older, more male, had lower teaching loads of students, and more years experience than did high burnout faculties. The most predominant leadership style among the forty-five participating principals was the high-task/ low-relationship style (Hersey and Blancard).

Hayman (1985) examined the relationships between teacher motivation and teacher effectiveness. Two procedures were employed: the Porter Needs Satisfaction Questionnaire, a needs deficiency model defined by Porter (1961) and based on Maslow's needs hierarchy, to measure teacher motivation, and a teacher effectiveness scale that used a modified version of part of the Student Opinion of Teaching and Courses by W. J. McKeachie. Significant results were found only between the self-actualization level of motivation and teacher effectiveness. The conclusions were that teachers who had reached self-actualization as well as high levels of motivation tended to be more effective teachers.

Mohammed (1987) studied the relationship between leadership behavior of secondary school principals in Southern Saudi Arabia as perceived by teachers in their schools, and the level of morale demonstrated by teachers. A three part survey was done consisting of a demographic questionnaire, the Leader Behavior Description Questionnaire, and the Purdue Teacher Opinionnaire. The sample consisted of 41 principals

and 411 teachers. The findings revealed that there were significant relationships between teacher morale and each of the twelve leadership behavior dimensions. In conclusion, the researcher found that principals who are concerned about the morale of their teaching staff need to devote attention to self-analysis of their own leader behavior and its effect on teacher morale.

Lynn (1987) investigated effective and less effective schools and their differences in morale and leader behavior by selected observations. Leadership behavior of principals and teacher morale were measured by 83 teachers in effective schools and 75 teachers in less effective schools using the Leader Behavior Description Questionnaire, Form XII (LBDQ) and the Purdue Teacher Opinionnaire (PTO). Results indicated that a significant difference was found between effective schools and less effective schools in the leader behavior. Also, significant differences were found in the correlations between teacher rapport with principal and initiation of structure and consideration. No significant differences were found in the total mean scores of leader behavior, between the total mean scores of leader behavior and teacher morale.

Pupil Control Ideology

Ackinode (1984) examined the relationship between school achievement, school climate and pupil control ideology. The

instruments used were Organizational Climate Direction Questionnaire developed by Halpin and Croft; and Pupil Control Ideology (PCI) form constructed by Willower, Eidell and Hoy. The sample consisted of four schools: two low and two high achieving elementary schools in Atlanta Public School System. The findings revealed that there was no significant statistical difference in the relationship between school achievement, school climate and pupil control ideology in inner-city schools of Atlanta, Georgia. This study concluded that since consideration and initiation dimensions of OCDQ did not match respectively with the humanistic and custodial dimensions of PCI, these instruments needed to be reconstructed and revalidated.

Burgess (1983) investigated the relationship between organizational climate and pupil control ideology. Organizational climate was defined as the personality or tone of a school. Pupil control ideology was defined as that pupil control which is considered desirable by administrators and teachers. The instruments used were the OCDQ developed by Halpin and Croft, and the Pupil Control Ideology (PCI) form developed by Willower, Eidell, and Hoy. The instruments were administered to seven middle school Tennessee administrators and teachers. The findings revealed a significant but low correlation between pupil control ideology and organizational climate. A significant correlation was found between pupil

control ideology and each of four of the OCDQ subtests: Disengagement, Esprit, Intimacy, and Production. This study concluded that pupil control ideology is a qualified predictor of climate in secondary schools. It is likely that teachers and administrators with humanistic beliefs in pupil control ideology would tend to exhibit behaviors which would characterize open climate.

Romano (1985) studied how average students responded to the alienating environment of an urban high school. The study was conducted in two phases: (1) A pupil attitude questionnaire was administered to 345 students at an urban high school. This questionnaire assessed Seeman's five dimensions of alienation: powerlessness, normlessness, meaninglessness, isolation, and self-estrangement, (2) The researcher interviewed another group of students; and he transcribed and recorded the interviews. The results indicated that students expressed a realistic perception of how to cope with the school; and they knew what was expected of them. The findings suggest that if high schools are to reduce negative impacts from their alienating environment, they should develop a sense of competence in the students, increase their sense of responsibility and give them a more meaningful school experience.

Jing (1983) examined the relationship between students' perceptions of their disciplinary/advisory teachers' pupil

control behavior and the students' alienation from junior high school. The findings indicated that (1) perceived custodial control behavior was positively related to alienation, (2) achievement was negatively related to alienation, (3) boys were more alienated than girls, (4) teachers' control behavior was more custodial when the students were more alienated or less mature.

Hoy and Miskel (1983) concluded that schools characterized by a humanistic pupil control orientation should foster opportunities for meaningful and authentic social relations, producing students with a positive commitment to their schools. A custodial pupil control orientation should provide an atmosphere that limits identification with teachers and the school and may indeed produce a sense of alienation among students. Further, authenticity of teacher-principal relations, which is characteristic of an open school would tend to pervade teacher-pupil interactions.

Jury (1973) studied the relationship between teachers' perception of their self actualization and pupil control ideology through the administration of the Personal Orientation Inventory developed by Shostrom, and Pupil Control Ideology Form developed by Willower, Eidell and Hoy (1967). The findings indicated that there was a relationship between school climate and pupil control ideology.

Childers (1983) investigated the relationship between pupil control orientation and student achievement. He assessed 125 teachers and principals from 65 elementary schools of the Seventh Day Adventists School System, using the Iowa Achievement Test for Basic Skills for student achievement. Achievement scores in language, work study, math and the composite scores at 4th and 8th grade levels were used to measure student achievement. The results indicated that none of the hypotheses were supported relating humanism in pupil control orientation to achievement.

Glasser (1984) explained that a student's behavior is controlled by five basic human needs: survival and reproduction, belonging (which includes love), power, freedom and fun. If teachers relate to students in ways which satisfy these needs, students will be willing to work harder. However, Glasser finds that secondary schools fail to satisfy these needs, especially that of power for fifty percent of the students.

Raines (1983) investigated junior high school teachers' pupil control ideology and expectations for student achievement and the association of these two variables with teacher preference for control strategies when dealing with disruptive student behavior. The findings revealed that there was little association between the male teachers' pupil control ideology and expectation for student achievement. But the

results revealed that female teachers who were humanistic in pupil control ideology held expectations for student achievement and selected normative control strategies when confronted with student misbehavior.

Laux (1986) conducted a study to determine whether teachers can categorize their classroom behavior into patterns similar to those of students as identified through the use of a Teacher/Student Behavior Pattern and Need Indicator. The study was designed to identify classroom behavior patterns of teachers and also teacher preferences for student behavior. The sample consisted of 35 schools with elementary, middle and high schools included. Teachers were asked to respond to a series of fifty descriptors as each descriptor best described their own classroom behavior. The results indicated that eight of the ten proposed patterns did factor with at least three of the five of the descriptors representing each of the eight patterns at a level of significance of .20 or more.

Kramer (1986) examined a classroom management program called Classroom Management Training Program (CMTP). This program involved skills of positive instruction and positive discipline, and helped the teacher to reduce student disruptions, decrease the number of student off-task behaviors, increase the number of students helped by the teacher, and reduce the amount of stress felt by the teacher. The study

was conducted with 24 senior high school teachers using a questionnaire to provide information on how the skills of the classroom management program affected them and their students. Additionally, 113 students were presented with a questionnaire and 24 students of the 113 were interviewed to determine their opinion of how they felt the program affected them. The findings revealed that classroom disruptions and student off-task behaviors were reduced, and the majority of teachers felt less stress, tension, and exhaustion after applying the skills of CMTP.

Student Achievement

Brown (1983) investigated the factors relating to leader behaviors which contribute most to high school achievement in urban inner-city high schools. Both descriptive and inferential procedures were used to analyze data from the responses of superintendents, principals, teachers, students and parents from six St. Louis inner-city high schools. The findings from the descriptive procedures revealed that generally leader behaviors were not related to higher student achievement. However, using the chi-square test for independence, the teacher satisfaction and the expectation that all students can master the basic objectives were associated with the leader behavior of the principal.

Blalock (1985) studied the relationship between student achievement as a measure of teaching effectiveness and

students' locus of control and self esteem. The difference between student locus of control and self concept under conditions of "more effective" and "less effective" teaching were investigated. Student achievement records of forty third, fourth, fifth, and sixth grade teachers in a rural school system were reviewed over three academic years. Teachers were ranked according to performance, the top ten teachers designated more effective and the bottom ten designated less effective based on student achievement scores; 473 students participated in the study. The findings revealed no significant difference between students of "more" and "less" effective teachers at year's end.

Larsen (1984) studied instructional leadership behaviors of the principal through literature review. The study examined (1) 29 most important instructional leadership behaviors based on expert opinions, (2) to what degree these were implemented by the principal in high and low achieving schools and (3) the impact of these behaviors on student achievement in reading and math. The results of the survey were: First, teachers of high achieving schools (HAS) rated their principals as demonstrating instructional leadership behaviors significantly more often than did teachers of low achieving schools (LAS). Second, no difference was found between mean implementation scores of HAS and LAS principals. Third, there was a greater degree of discrepancy between

principal and teacher scores in LAS. Fourth, ten of 29 instructional leadership behaviors were found to differ significantly in their frequency of implementation in HAS and LAS. Last, six instructional leadership functions were identified and found to be implemented more frequently in HAS than LAS. It is concluded that the findings confirm the literature in that instructional leadership behavior is an important influence on student achievement.

Climate

Calzini (1983) examined leadership behavior and school climate in selected elementary schools in the Defense Department Dependent schools in England. This study investigated various leadership behaviors of principals with relation to organizational climate to determine the relationship between leadership behavior and school climate in the specific schools studied. Two questionnaires were used: Leadership Behavior Description Questionnaire (LBDQ) XII and Organizational Climate Description Questionnaire (OCDQ). The results are as follows: (1) School Organizational climates, as perceived by the teaching staff, tended to fall into two categories: "open" and "closed". (2) There was a relationship between the teachers' perceptions of their school climates and their principals' leadership behaviors, but the relationship was low. (3) There was a significant

relationship in the twelve subscales of the LBDQ XII while the eight subscales of the OCDQ showed no consistent relationship. (4) One perception of the teachers participating in this study was that strong leadership was rarely exhibited by their principals.

Dunbebin (1988) examined the effect of Reality Therapy as an administrative model on leader behaviors and organizational climate. Dunbebin theorized that organizations succeed in fulfilling their mission best when they are productive and effective. Changes in societal outlook have made administrative demands that older leadership theories do not satisfy. Four methods were used to measure change: The Solomon Four-Group Design; the Profile of a School; Leader Behavior Description Questionnaire-Form XII; and Comprehensive test of Basic Skills Form T. The findings revealed that significant differences emerged for four causal variables related to principal perceptions of the superintendent: goal emphasis, team building, work facilitation, and leader trust. Significant differences were noted for two intervening variables: principal and student perceptions of subordinate-influence. No significant difference was shown with respect to end-results or leader behavior variables.

Gunter-Elliott (1983) investigated organizational climate of schools administered by black principals as compared with those administered by white principals. Using the Likert

Profile of a School, a comparison was made of the organizational climate of elementary schools administered by black and white principals. The instrument measured climate and climate components: goal commitment, decision process, and team cooperation. The findings revealed a significant difference in total climate and the sub-scale components of goal commitment and decision process. The climate component sub-scale of team cooperation indicated no significant difference. Schools administered by both black and white principals scored higher on goal commitment than either of the other two components of climate--decision process and team cooperation. Schools administered by both black and white principals scored lower on team cooperation than either of the other two components--goal commitment and decision process. The mean score of total climate and each climate component was lower in schools administered by black principals as compared with those administered by white principals.

Kleinstiver (1981) examined the relationships between teacher discipline style, student behavior and organizational climate in thirteen elementary schools. The Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft was the instrument as well as the Beliefs on Discipline Inventory designed by Glickman and Tamashiro to determine discipline style. This inventory identifies four

schools of discipline based on a teacher-student control continuum: Non-interventionists, Interactionalists, Interventionists, and Eclectics. Non-Interventionists utilize minimal teacher control while, at the other end of the continuum, Interventionists use high teacher control. Electics draw equally from the other three styles. The results indicated that as the Non-Interventionist score increased, most of the categories of discipline problems increased as did misconduct overall, but as the Interactionalist and Interventionist scores increased, discipline problems decreased. Discipline approaches which utilize high teacher control or equivalent power between teacher and student appear to be more efficient in controling misbehavior. There was no relationship between type of climate, open or closed, and teacher discipline style and misconduct--indicating climate is not a factor in discipline strategies used nor in students' misbehavior.

Hoy and Appleberry (1970) compared the most humanistic schools and the most custodial schools in terms of their climate profiles. The findings showed that schools with a custodial pupil control orientation had a significantly greater degree of disengagement, less espirit, more aloofness, and less trust, than those with humanistic pupil control orientation.

Interpersonal Style

Jensen (1987) investigated interpersonal skills and other factors relating to public school principal attitudes toward developmental supervision. Further, the study examined differences in attitude among principals from different teaching backgrounds and from different school classifications. A questionnaire was administered to 395 public school principals who had participated in a 36 hour training program in instructional leadership and developmental supervision. Data was collected on principals' attitudes toward developmental supervision, their self-ratings on interpersonal skills, supervisory skills, and conferencing skills, their views on factors that could interfere with implementation, and the benefits of the training. The findings revealed that: (1) A positive and significant attitude toward the model of developmental supervision reflects managers' commitment toward the helping aspect of supervision. (2) Interpersonal skills and perceived self efficacy of supervisory skills are key factors relating to attitude toward developmental supervision. (3) Interpersonal competence and behavioral flexibility are critical components for conducting developmental supervision. (4) Principals/ Managers strongly believe in the relationship between supervisory training and improved organizational effectiveness.

Skrapits (1986) studied school leadership, interpersonal communication, teacher satisfaction, and student achievement. The researcher explored the nature of the relationships which existed between principals' leadership and interpersonal communication styles and teacher satisfaction in selected effective and ineffective New York City public schools. The findings suggested that teachers and principals of the two types of schools have different perceptions regarding the principals' leadership and interpersonal communication styles. It was concluded that the effective school principals employ different leadership styles contingent upon the situation. Further, the effective school administrators tended to be friendlier, more relaxed, more attentive, more open, and had a better communicator image than the principals of the ineffective schools.

Wippich (1983) investigated the relationship between communication and organizational effectiveness. The findings indicated that communication is an effective predictor of organizational effectiveness.

Hudson (1983) examined the relationship between middle school principals perceived leadership behavior and the organizational climate. The study focused on teachers' perception of the principals' leadership behavior. The findings indicated that the teachers' perceptions of the

principals' leadership does effect the organizational climate of the school. Further, the results revealed that there is no leadership behavior better than another. But principals who are high both in dimensions of initiating structure and in consideration (based on the Leadership Behavior Discription Questionnaire) will have a high openness climate within their schools.

Planning

Kuhns (1986) examined the participatory management system used by the Tulsa Public Schools in Tulsa, Oklahoma. The sample consisted of all middle schools in the system. The major variables investigated were participatory management, job satisfaction, job related tension, intention to leave the school of the profession, absenteeism, sex, and years of experience. A total of 535 teachers were surveyed. When the variables were examined in conjunction with participatory management, the variables of teacher job satisfaction and job related tension were found to be correlated positively with teachers' perception of shared governance. In addition, teacher intent to leave and teacher absenteeism were lower when greater participation in the school's management was perceived. It was concluded that participatory management practices may enhance teacher attitudes.

Stuckwisch (1986) investigated patterns of participative decision making. The study involved public high schools identified as schools that promoted decision sharing practices. The research investigated teacher involvement in decision making by seven mechanisms across twenty decision areas. The study examined the relationship between participatory decision making and teachers' perceptions of teachers level of participation and influence with those of other teachers. The results indicated that teacher participation and influence were greater in the instructional authority domain and least in the managerial authority domain.

Soder (1986) researched strategic planning and factors that influence its implementation and development. A descriptive-comparative case study design was employed utilizing a structured interview--questionnaire. Four California community colleges were involved in the study. The major conclusions were: (1) strategic planning should be approached and developed on a holistic basis; and (2) a plan to plan should include a staff development program.

The above review of the literature disclosed related research on variables in this study. In several studies researchers investigated relationships between teacher morale and teacher characteristics, leadership effectiveness, teacher effectiveness, and effective schools versus less effective

schools. The findings revealed that principal leadership behavior had the strongest relationship to teacher morale. Similarly, pupil control ideology was examined in terms of relationships between school achievement, school climate, alienating environments, disciplinary measures used, teacher expectations, and democratic as opposed to custodial teacher behavior. The results indicated a strong relationship between school climate and pupil control ideology. In addition, principal interpersonal style was researched to determine the relationship between leader behavior toward supervision, communication, teacher satisfaction, student achievement, and school climate. Further, in the research, relationships between student achievement and teacher effectiveness, student self-esteem, and instructional leadership behaviors were examined. Lastly, the review on planning investigated relationships between participatory management and patterns of decision making, strategies of planning, and factors that influence implementation and development in planning. This review of the literature indicates that the variables involved in this study have been researched separately and in various combinations. However, no specific research has been done relating to pupil control ideology and teacher morale in conjunction with planning, the focal independent variable of this study.

CHAPTER III

THEORETICAL FRAMEWORK

In this chapter (a) the theoretical focus of the research is stated; (b) the variables are defined; (c) linkages among the variables are explained; and (d) the research hypotheses are specified.

Focus of the Research

This study was designed to determine the degree to which teacher pupil control ideology and teacher morale as dependent variables are related to such independent variables as principal's involvement of teachers in decision making and planning techniques, principal interpersonal style, and school achievement. Further, it was also designed to determine whether selected teacher biographic variables can provide additional explanations of these relationships. These variables are mapped out in diagram form for the purpose of definition in Figure 3.1.

FIGURE 3.1

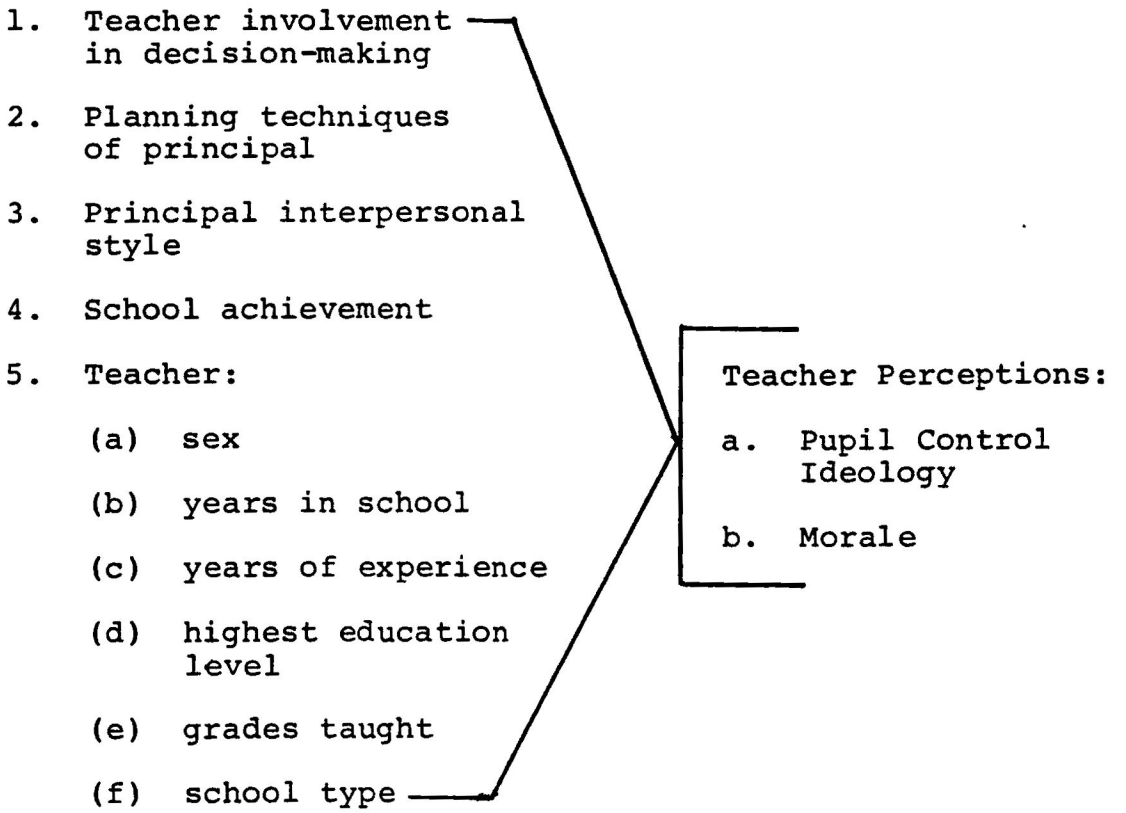

FIGURE 3.1: Pupil Control Ideology and teacher morale in relation to selected variables.

Definition of Variables

I. Teacher pupil control ideology is defined as the extent to which teachers believe that in managing students in the classroom:

a) sarcasm is important (This is measured by items 3, 8, 17 on the Pupil Control Ideology (PCI) scale questionnaire (see Appendix A).

b) punishment is a necessary tool (PCI Items: 8, 15)

c) students are incapable and cannot be trusted to be self responsible (PCI items: 2, 14, 16, 20)

d) strict discipline is essential for students (PCI items: 6, 19)

e) teacher warmth and empathy towards students is not essential (PCI items: 9, 10, 13)

f) strong control is essential (PCI) items: 1, 4, 7)

g) student obedience is essential (PCI item: 11)

h) teacher methodology is essential (PCI items: 5,12)

These eight subdimensions of teacher pupil control ideology have been identified by Kolesar (1968). Further, Ackinode (1984) factor analyzed the 20 items on the PCI scale (Willower, et al.) and confirmed these subdimensions as separate factors.

The eight subdimensions of Pupil Control Ideology (PCI):

1. Sarcasm. This refers to the idea of casting disparaging remark about students' behavior in the class.
2. Punishment as a tool. This refers to the restricted control inflicted on students, minimizing their movement, especially use of the restrooms and other valuable areas so as to prevent vandalism against school property.
3. Incapacity for self responsibility. This refers to the inability of pupils to control themselves from using profane language or from misbehaving in order to provoke teachers.
4. Discipline. This refers to measures taken by the administrators to promote the morale and self-concept of students learning in school.
5. Teachers' Warmth. This refers to the degree of intimacy existing between teachers and students.
6. Control. This refers to imposition of authority or rules of conduct on students by the school authorities. Students are prevented from self-initiation.

7. Obedience. This refers to the subjection of students to accept orders rather than make decisions.

8. Method. This refers to the ways teachers use to teach students either "humanistic/open" or custodial/closed".

II. Teacher Morale is defined as the extent to which teachers enjoy working in a school, and are proud of fellow teachers, the principal, and students. (Items:68-69).

III. Teacher Involvement is defined as the extent to which the principal involves teachers in committees in curriculum planning and evaluation and accepts the opinions of teachers in decision-making (Items: 21-28).

IV. Planning is defined as the extent to which the principal develops an overall design of goals, makes choices in objectives for program activities, uses resources, and evaluates by generation of alternatives and seeks effectiveness among the various choices and subplans (Items: 29-43).

V. Interpersonal style is defined as the extent to which the principal shows an interest in teacher needs and goals, praises teachers, finds amiable solutions to problem solving, empathizes with teachers (Items: 44-59).

VI. School achievement is defined as student percentile reading and math scores on the Iowa Test of Basic Skills as obtained by each school for three consecutive years. These scores were used to rank the schools at each level (Item: 77).

VII. The biographic variables are defined as follows (Items: 70-75).

Sex: male or female (coded 1 = female; 2 = male)

number of years in school: 1-2; 3-5; 6-8; 9 plus.

teacher experience: 1-2; 3-5; 6-8; 9 plus.

Teacher educational level: B.A./B.S.; Masters; ED.; Ed.D./Ph.D.

teacher grade level: K-1; 2-3; 4-5; 6-7; 8-10.

Variables II through V and VII listed above have been taken from Persaud's (1988) Systematic Instructional Supervision Questionnaire. The variables as defined are enumerated as statements in the questionnaire (see Appendix B).

Proposed Relationship Among the Variables

The pupil ideology (PCI) designed by Willower, Eidell and Hoy (1967) has two main dimensions: humanistic and custodial. These dimensions are aspects of the school control orientation. Teachers can be humanistic and believes in students as capable and students relate to this in a warm manner. This means

teachers would exhibit less sarcasm, and would emphasize less punishment and obedience. On the other hand, teachers can be custodial in orientation demanding strong discipline by using sarcasm and punishment, etc. The question is, what would prompt teachers to be rigid or open in the classroom?

The theory proposed is that if teachers are asked by principals to be involved in committees and if their ideas are utilized, then they would see students as requiring less control and having a need for more warmth. If the principal conducts systematic planning by alternative choice technique (Persaud, 1987) then they would make efficient choices and thus principals would probably trust teachers in making or influencing decisions in committees. Further, the interpersonal style of the principal is essential. If he/she accepts teachers' views and does not criticize teachers (Flanders, 1976) then teachers themselves are likely to do the same in the classrooms. If teachers receive criticism from the principal they are likely to be sarcastic in the classroom and/or believe in such methods of controlling students.

Croft and Halpin (1963) have shown that climate of a school can be measured through teacher perception on OCDQ. Applebury and Hoy (1970) argued that humanistic schools have teachers who have high morale and that such schools have open climates.

Morale in this study is defined as teacher pride in fellow teachers, principal and students. This scale was designed by Null Tucker (1987), DeKalb School System, and it has been shown to relate significantly to school academic achievement (Anders, 1987). Morale is important because it tests a teacher's sense of achievement and belongingness in school (Sweitzer, 1963). Further, it is related to Maslow's hierarchy of needs. According to Maslow each person has a need to achieve self esteem and self actualization, but these needs cannot be met until the person is accepted by the group and feels a sense of worth and belongingness.

Open climate and/or the principal's open interpersonal style can make teachers feel accepted and have a sense of worth and belonging in the school; hence, the teacher will feel proud of the principal, students, and fellow teachers. If the principal rejects teachers they are likely not to be proud of their school.

Significantly, positive teacher-principal relationships do not always lead to high student achievement (Ackinode, 1985). However, according to Brown (1967), an open climate is essential for acceptance of innovations and hence, if the innovations can directly impact student achievement, then in such a situation (where there is innovativeness) there can be a relationship between open climate and achievement.

The question is then, what in the principal's behavior, aside from interpersonal style, would impact on innovativeness?

A proper planning technique could impact on innovativeness. Such a planning technique would have to ensure that the principal and teachers in the decision-making cycle would eliminate errors and make accurate choices: choices that are most relevant to goal achievement. The planning model that is most suitable for this purpose is Planning, Programming, Budgeting System (PPBS). Cunningham (1982) suggests that when the planning technique follows decision-making through needs analysis and prioritization of objectives, program activities and costs, then efficiency is maximized. Further, when such a planning technique is carried out through collaborative efforts, then morale and goal achievement are facilitated. Therefore, in this study, it is expected that these consequences would follow.

As teachers perceive themselves as involved in decision making and the principal uses a planning technique that permits choices from among alternatives (Persaud's ACT-Alternative Choice Technique, 1987) then such teachers will feel their morale as high. Consequently, they will see themselves as less controlling of students.

Alternatively, as teachers see themselves in less participatory roles and the principal as not following any

proper planning technique, then such teachers are likely to see themselves as desiring more control of students as described on the PCI Scale.

These variables can be integrated in the social system model of Getzel and Guba (1957). In every social system the leader is in charge of the organizational framework, social groups, and individuals (Figure 3.2). In Figure 3.2, the organization has roles and expectations of role performance. The individual has personality which expresses itself in needs disparities. Individuals also form groups which express themselves in climate and intentions. In combination they impact on the goal behavior. The theory of this research is that if the principal is a leader who involves teachers in committees, quality circles, etc., in the organizational framework, then the organization will be less bureaucratic and teachers will respond not to rules but roles and performance expectation that they help to define.

In other words, if as individuals teachers work on committees and the principal uses an interpersonal style which is collaborative then the teachers personality and needs would be satisfied. Hence, teachers are more likely to perform their roles and help to achieve the school goals, thereby increasing morale. Because in this type of "open" environment teachers are likely to obtain a sense of

FIGURE 3.2

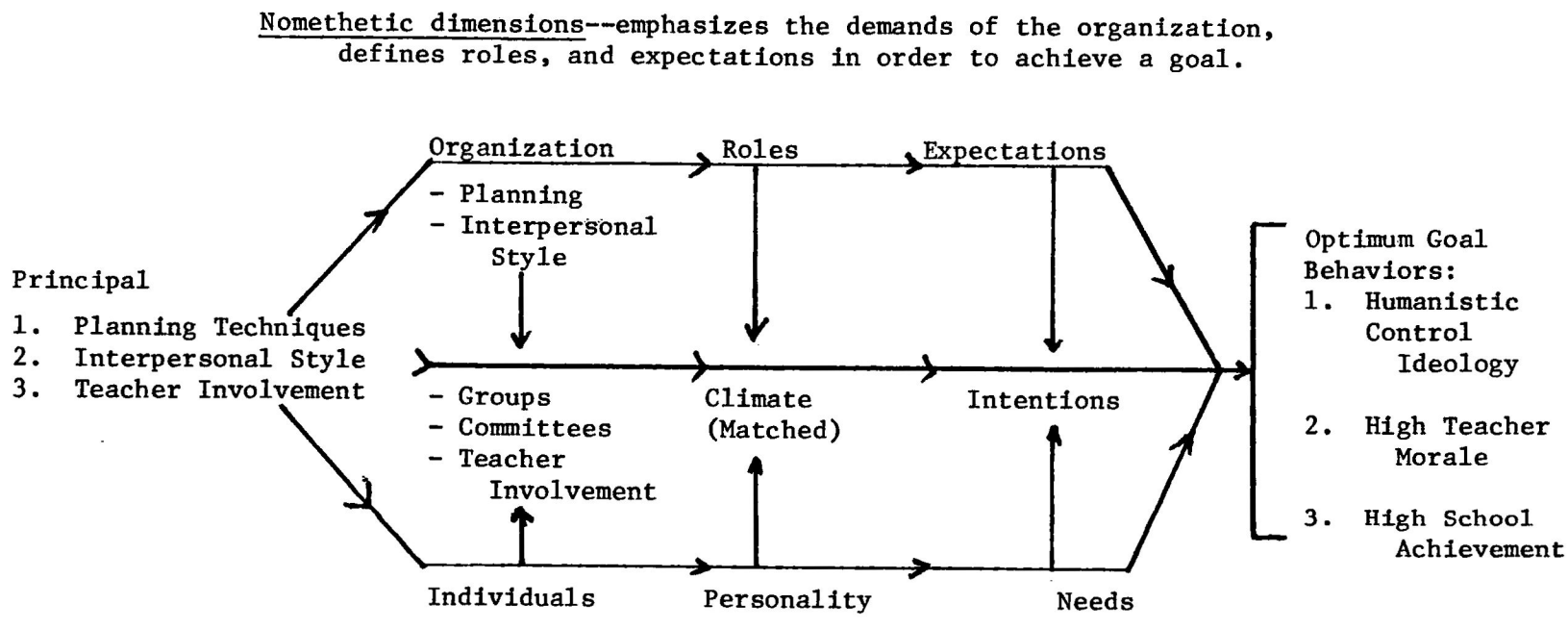

Figure 3.2: Application of Variables to Getzel and Guba's Social System Model.

accomplishment and feel capable; they are also likely to see students as capable and needing less control (as on PCI). The principal can, as a leader, ensure these tendencies by using an appropriate planning technique such as one which includes elements of the Planning, Programming and Budgeting System (PPBS).

Hypotheses

From the above discussion the following null hypotheses are suggested, and were tested:

1. There is no significant relationship between pupil control ideology and teacher involvement.
2. There is no significant relationship between principal's planning techniques and pupil control ideology.
3. There is no significant relationship between principal interpersonal behavior and pupil control ideology.
4. There is no significant relationship between school achievement and pupil control ideology.
5. There is no significant relationship between teacher involvement and morale.

6. There is no significant relationship between principal planning techniques and teacher morale.

7. There is no significant relationship between principal interpersonal style and teacher morale.

8. There is no significant relationship between school achievement and teacher morale.

9. In a regression analysis of the data, pupil control ideology, teacher involvement, principal planning techniques, principal interpersonal style, school achievement, sex, years in school, years experience, qualifications, and grade levels will not make a significant impact on teacher perception of teacher morale.

10. In a regression analysis of the data, teacher morale, teacher involvement, principal planning techniques, principal interpersonal style, school achievement, sex, years in school, years experience, qualifications, and grade levels will not make a significant impact on teacher's ideology of pupil control.

CHAPTER IV

RESEARCH DESIGN AND METHODOLOGY

The research design for this study was a survey. Two schools at each level in urban Atlanta, Georgia in the Atlanta Public School System were selected: two elementary, two middle, and two high schools based not on random sampling but on observed variation in use of teacher committees for decision making in schools. A total of six schools were surveyed, 275 teachers were administered the survey questionnaire; and 135 teachers responded to the questionnaire; and 120 responses were paired for data analysis (see Table 4.1). Teachers in each school were randomly selected in order to give each teacher an equal chance of being selected. First, all teachers in each school were given questionnaires in their mail boxes. Next, the teacher roll list was used to randomly select the teachers who were to be pursued to complete the questionnaire. The teachers were selected randomly by putting the names in a bag and drawing. At each school level a paired number was randomly selected: 14 at elementary, 21 at middle, and 25 at high; then in each pair, schools were designated high or low achieving based on the Iowa Test of Basic Skills (ITBS). These numbers were chosen to provide for at least 50%

TABLE 4.1

N = 120

Teacher population for each of six schools selected to participate in survey; total questionnaire responses received from teachers; and number paired for data analysis.

School Level:	Elementary		Middle		High		Total
School AchLevel:*	(1)	(2)	(1)	(2)	(1)	(2)	
Number Teachers	36	17	49	48	75	50	275
Questionnaire Responses	14	16	23	21	25	36	135
Number paired for Data Analysis	14	14	21	21	25	25	120

* School Achievement level based on ITBS scores for years 1985-1988; 1 = low achievement; 2 = high achievement.

teacher representation at each school in the sample (see Table 4.1). Schools that use teacher committees for teacher involvement in decision making were compared to schools that did not use committees. One middle school with committees is also known to use planning techniques as documented in a previous experiment (Strickland, 1988). Teacher morale and pupil control ideology are then assumed to vary according to the initial selected variation.

Instrument

The instrument for collecting data was a questionnaire. The questionnaire consisted of separate scales to measure each variable.

First, the Pupil Control Ideology (PCI) scale (Items 1-20) were taken from a study by Willower, Eidell and Hoy (1967). Hoy and Miskell (1982) stated that the reliability coefficients of the PCI instrument has been consistently high, ranging in the 0.80s and 0.90s. Ackinode (1985) administered the PCI instrument in the Atlanta Public Schools population and conducted a factor analysis which produced the same results as the original authors intended. In addition, to further test for validity, an item to scale correlation was done on the PCI scale items on the questionnaire instrument with items correlating less than r = .30 being omitted (See PCI Item to Scale Correlation Table 4.2).

TABLE 4.2

Pupil Control Ideology (PCI) instrument item to Scale Correlation

ITEMS	VARIABLES Pupil Control Ideology
1. It is desirable to require pupils to sit in assigned seats during assemblies.	.36571
2. Pupils are usually not capable of solving their problems through logical reasoning.	.48381
3. Directing sarcastic remarks toward a defiant pupil is a good disiciplinary technique.	.33576
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	.35058
5. Teachers should consider revision of their teaching methods if they are criticized by their pupils.	.10233*
6. The best principals give unquestioning support to teachers in disciplining pupils.	-.04809*
7. Pupils should not be permitted to contradict the statements of a teacher in class.	.33033
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	.27815*

TABLE 4.2 (CONTINUED)

Pupil Control Ideology (PCI) instrument item to Scale Correlation

ITEMS	VARIABLES Pupil Control Ideology
9. Too much pupil time is spent on activities and too little on academic preparation.	.29119*
10. Being friendly with pupils often leads them to become too familiar.	.50749
11. It is more important for pupils to obey rules than that they make their own decisions.	.47719
12. Student governments are a good "safety valve" but should not have much influence on school policy.	.51990
13. Pupils can be trusted to work together without supervision.	.24335*
14. If pupils use obscene or profane language in school, it must be considered a moral offense.	.50726
15. If pupils are allowed to use the lavatory without getting permission this privilege will be abused.	.53665
16. A few pupils are just young hoodlums and should be treated accordingly.	.50293
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	.46510

Third, Teacher Involvement (Items 21-28), Principal's Planning Techniques (Items 29-43), and Principal Interpersonal Style (Items 44-59) are measured by scales taken from an instrument constructed by Persaud (1988), Systematic Instructional Supervision Questionnaire, for use in the DeKalb County School System. Preliminary face validity has been shown by a group of raters and principals.

Fourth, School Achievement (Item 77), is measured by pupil percentile scores on Iowa Tests of Basic Skills (ITBS) taken from the Atlanta Public School Pupil Performance and Expenditures Reports for three consecutive years (1985-1988).

Validity and Reliability of the Instrument

Validity and reliability of the instruments were established in the first instance by using items from scales which have shown statistical or face validity. In addition, an item to scale correlation was conducted for each of the perception variables. The variables are enumerated as statements in the questionnaire instrument. The results for the Pupil Control Ideology (PCI) are shown in Table 4.2. In the table, it should be noted that the PCI item to scale correlations are not in the 80s and 90s as reported by Hoy and Miskel (1983). Instead, the correlations range from -.04809 to .55672. To enhance the validity and reliability of the PCI, items with a correlation coefficient of less

TABLE 4.2 (CONTINUED)

Pupil Control Ideology (PCI) instrument item to Scale Correlation

ITEMS	VARIABLES Pupil Control Ideology
18. A pupil who destroys school material or property should be severely punished.	.42306
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	.55672
20. Pupils often misbehave in order to make the teacher look bad.	.47585

Note: *Items correlating less than r = .30 were omitted.

Assumptions and Limitations

1. The findings were restricted to selected urban public schools. The sample consisted of two elementary, two middle, and two high schools.

2. The findings were specific to predominantly black urban inner-city schools.

3. The findings were restricted to the variables as defined.

4. The selected schools were not random but selected on the basis of probability of variation on structure and planning technique, since these two variables were the focus of this study.

than r = .30 were omitted from the scale. A similar technique was followed for the other perception variables (see Appendix A). It should be observed that the item to scale correlation coefficients for morale, teacher involvement and principal planning techniques were all above .70. On the principal interpersonal style scale four items were omitted.

Statistical Analysis

The following statistical analysis was completed from data collected:

- Analysis of Variance between six schools for five variables (see Table 5.1(a) and Table 5.1(b).
- Correlational and regression analyses were conducted to test the hypotheses (see Tables 5,2; Table 5.3; and Table 5.4).
- Factor Analysis for all variables (see Table 5.5).
- An item to scale correlation to test instrument validity. See Appendix A for all variable Item to Scale Correlations.

CHAPTER V

DATA ANALYSIS

Introduction

The data analysis is presented in four sections:

I. Presentation of the data to show variation in mean scores of variables by school.

II. Statistical data in response to each hypothesis.

III. An analysis of the data in relation to each hypothesis posed in the study.

IV. Results of factor analysis of all variables.

I. Presentation of the Data to Show Variation in Mean Scores of Variables by School Level.

The mean scores of variables by school level are presented in Table 5.1 (a). The analysis of variance (ANOVA) using the mean scores in Table 5.1 indicates that there is significant variation among the schools on the dependent variables pupil control ideology and teacher morale, and the independent variables teacher involvement, principal planning techniques, principal interpersonal style, and school

TABLE 5.1(a)

Mean scores by school achievement and school levels: The variables are teacher morale, pupil control ideology, teacher involvement, principal's planning techniques, and principal interpersonal style.

+School Level:	Elementary		Middle		High	
	(1)	(2)	(3)	(4)	(5)	(6)
*School AchLevel	1	2	1	2	1	2
N = Teachers	14	14	21	21	25	25
Teacher Morale	3.58	4.26	2.83	4.67	2.73	4.63
Pupil Control Ideology (PCI)	2.80	3.22	3.00	3.20	2.96	3.06
Teacher Involvement	2.69	3.54	2.29	4.11	2.48	3.95
Planning	2.60	3.67	2.56	4.00	2.10	4.19
Interpersonal Style	3.04	3.17	2.88	3.30	2.50	3.44

\+ School Level indicates significant mean score differences between paired schools at each level; elementary, middle and high school.

* School Achievement Level based on ITBS scores for years 1985-1988. Low Achievement = 1; High Achievement = 2.

TABLE 5.1(b)

N = 120

Analysis of variance (ANOVA) differences among schools on teacher morale, pupil control ideology, teacher involvement, principal planning techniques, and principal interpersonal style. The mean scores on which the ANOVA is based are shown in Table 5.1(a).

Variables	DF	F	Sig of F
Teacher Morale	5	30.495	0.000
Planning	5	31.417	0.000
Involvement	5	23.545	0.000
Interpersonal Style	5	13.409	0.000
Pupil Control Ideology (PCI)	5	2.473	0.000

achievement. Testing the hypotheses involves determining the degree to which variations in morale and PCI are related to teacher involvement, principal planning techniques, principal interpersonal style, and school achievement. The school levels are elementary, middle, and high school and two schools were paired at each level based on test results from the Iowa Test of Basic Skills (ITBS) for the years 1985-1988 (See Appendix C). A low achieving school (coded 1) was paired with a high achieving school (coded 2). The results revealed that the highest significant level of difference between pairs of schools is at the high school level, next is middle level, and last elementary. It appears that in high achieving schools (2) mean scores are higher at each level implying that all variables are operating simultaneously in a positive manner to create a climate for high achievement.

II. Presentation of Results Related to Hypothesis.

This data is reported in the order of the null hypotheses.

Detailed Results

1. Hypothesis 1 states that "There is no significant relationship between pupil control ideology (PCI) and teacher involvement in strategic planning and decision-making". The data with respect to this hypothesis are stated in the Correlation Matrix

Table 5.2. In this table teacher involvement correlates r = .17240 with pupil control ideology. This value is less than the critical value r = .174 at .05 level of significance. Hence, the null hypothesis is accepted.

2. Hypothesis 2 states that "There is no significant relationship between principal's planning techniques and pupil control ideology". The data with respect to this hypothesis are stated in Correlation Matrix Table 5.2. In this table principal's planning techniques correlates r = .16280 with pupil control ideology. This value is less than the critical value r = .174 at .05 level of significance. Consequently, the null hypothesis is accepted.

3. Hypothesis 3 states that "There is no significant relationship between principal interpersonal behavior and pupil control ideology". The data with respect to this hypothesis are stated in Correlation Matrix Table 5.2. In this table principal interpersonal behavior correlates r = .04871 with pupil control ideology. This value is lower than the critical value r = .174 at .05 level of significance. Therefore, the null hypothesis is accepted; accordingly there is no significant relationship.

TABLE 5.2

CORRELATION MATRIX

N = 120

	PCI	TINVOLVE	PLANNING	INTERPERS	MORALE
PCI	1.00000				
TINVOLVE	.17240	1.00000			
PLANNING	.16280	.85542	1.00000		
INTERPERS	.04871	.66804	.71114	1.00000	
MORALE	.10923	.72036	.77670	.59708	1.00000
SEX	-.07439	.09301	.02492	.10967	.01332
YRSCH	.08262	-.02183	-.03773	-.04471	-.06895
YRSEXP	.09376	-.09708	-.12122	-.08915	-.06422
SCHTYPE	-.02256	.04397	.00559	-.09958	-.07503
TEDUC	-.07157	.00384	.03506	.06502	-.06294
TGRL	-.01225	.03271	.01467	-.07356	-.06200
SCH	.06231	.24541	.21594	.05924	.13829
ACHLEVL	.25216	.68987	.73485	.51766	.71632

* Correlation Critical Table Value = $\underline{r}$ = .174; P .05; DF = N-2

+ Legend:
PCI = Pupil Control Ideology
TINVOLVE = Teacher Involvement
PLANNING = Principal Planning Technique
INTERPERS = Principal Interpersonal Style
MORALE = Teacher Morale
SEX = Male or Female
YRSCH = Years in School
YRSEXP = Years of Experience
SCHTYPE = School Type
TEDUC = Teacher Education
TGRL = Teacher Grade Level
SCH = School
ACHLEVL = School Achievement Level

TABLE 5.2 (CONTINUED)

CORRELATION MATRIX

N = 120

	SEX	YRSCH	YRSEXP	SCHTYPE	TEDUC	TGRL	SCH
SEX	1.00000						
YRSCH	-.09611	1.00000					
YRSEXP	-.17494	.46367	1.00000				
SCHTYPE	.00234	.31930	.15182	1.00000			
TEDUC	.04790	.20281	.36027	.20985	1.00000		
TGRL	.05920	.28526	.14087	.90325	.19493	1.00000	
SCH	-.00221	.28211	.12191	.94970	.19953	.86383	1.00000
ASHLEVL	-.03637	-.05872	-.08693	.01071	.01291	-.05133	.30342

Pearsons Correlation Critical Table $\underline{r}$ =.174, P .05; DF N-2.

4. Hypothesis 4 states that "There is no significant relationship between school achievement and pupil control ideology". The data with respect to this hypothesis are stated in Correlation Matrix Table 5.2. In this table school achievement correlates r = .25216 with pupil control ideology. This value is higher than the critical value r = .174 at .05 level of significance. Hence, the null hypothesis is rejected; accordingly there is a significant relationship.

5. Hypothesis 5 states "There is no significant relationship between teacher involvement and morale". The data with respect to this hypothesis are stated in Correlation Matrix Table 5.2. In this table teacher involvement correlates r = .72036 with morale. This value is higher than the critical value r = .174 at .05 level of significance. As a result, the null hypothesis is rejected; accordingly there is a significant relationship.

6. Hypothesis 6 states that "There is no significant relationship between principal planning techniques and teacher morale". The data with respect to this hypothesis are stated in Correlation Matrix Table

5.2. In this table principal planning techniques correlates r = .77670 with morale. This value is higher than the critical value r = .174 at .05 level of significance. Hence, the null hypothesis is rejected; accordingly there is a significant relationship.

7. Hypothesis 7 states that "There is no significant relationship between principal interpersonal style and teacher morale". The data with respect to this hypothesis are stated in Correlation Matrix Table 5.2. In this table principal interpersonal style correlates r = .59708 with morale. This value is higher than the critical value r = .174 at .05 level of significance. Therefore, the null hypothesis is rejected; accordingly there is a significant relationship.

8. Hypothesis 8 states that "There is no significant relationship between school achievement and teacher morale". The data with respect to this hypothesis are stated in Correlation Matrix Table 5.2. In this table school achievement correlates r = .71632 with morale. This value is higher than the critical value r = .174 at .05 level of significance.

Consequently, the null hypothesis is rejected; accordingly there is a significant relationship.

9. Hypothesis 9 states that "In a regression analysis of the data, teacher involvement, principal planning techniques, principal inrerpersonal style, school achievement, sex, years in school, years in school, years experience, qualifications, grade levels and school achievement will not make a significant impact on teacher perception of morale". The data with respect to this hypothesis are stated in Table 5.3. In the table planning and achievement are in the equation predicting teacher morale. The other variables are outside of the equation. This means that the null hypothesis is rejected as there is a relationship between teacher morale and these two variables. The order of prediction planning, Beta = .544156 is significant at .0000, and school achievement, Beta = .316447 at .0001 level of significance. These two variables account for an overall adjusted variance of .64.

10. Hypothesis 10 states that "In a regression analysis of the data, teacher involvement, principal planning techniques, principal interpersonal style,

TABLE 5.3

Regression analysis using teacher morale as dependent variable against the independent variables teacher involvement, principal's planning techniques and interpersonal style, school achievement as well as selected teacher biographic variables.

Multiple R	.80580
R Square	.64932
Adjusted R Square	.64333
Standard Error	.66862

F = 108.31937 Significant F = .0000

Dependent Variable: Teacher Morale

---------- Variables in the Equation ----------

Independent Variable(s)	B	SE B	Beta	T	Sig T
Planning	.549253	.081477	.544156	6.741	.0000
AchLevel	.705601	.179988	.316447	3.920	.0000
(Constant)	.949508	.202567		4.687	.0000

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
TINVOLVE	.140606	.121092	.228294	1.314	.1915
INTERPERS	.093687	.111222	.310568	1.205	.2305
SEX	.011353	.019103	.457006	.206	.8373
YRSCH	-.029939	-.050468	.459036	-.544	.5873
YRSEXP	.029687	.049761	.456685	.537	.5926
SCHTYPE	-.081469	-.137566	.459954	-1.496	.1374
TEDUC	.039837	.067217	.459343	.726	.4695
TGRL	-.054206	-.091142	.456139	-.986	.3263
SCH	-.082862	-.133322	.438024	-1.449	.1501

Legend:

PLANNING	= Principal Planning Techniques	YRSEXP	= Years of Experience
ACHLEVEL	= School Achievement Level	SCHTYPE	= School Type
TINVOLVE	= Teacher Involvement	TEDUC	= Teacher Education
INTERPERS	= Principal Interpersonal Style	TGRL	= Teacher Grade Level
SEX	= Male or Female	SCH	= School
YRSCH	= Years at School		

school achievement will not make a significant impact on teacher's ideology for pupil control". The data with respect to this hypothesis are stated in Table 5.4. In this table school achievement is in the equation predicting pupil control ideology; all other variables are outside the equation. This means that the null hypothesis is rejected because there is a significant relationship between pupil control ideology and school achievement. The prediction is Beta = .252160 and is significant at .0055. In this equation school achievement accounts for an overall adjusted variance of .05.

III. Analyzing the Hypotheses in Relation to the Data.

The data analysis presentation with relation to Hypothesis 1, 2 and 3 is as follows: In correlation of the data, pupil control ideology does not correlate significantly with teacher involvement, principal planning techniques, or principal interpersonal style as shown in Table 5.2. The non-significant relationship seems to indicate that teachers are familiar with the questions regarding control ideology because of the recent implementation of Georgia teacher Evaluation Instrument (GTEI) in all Georgia school districts.

TABLE 5.4

Regression analysis using teacher morale as dependent variable against the independent variables teacher involvement, principal's planning techniques and interpersonal style, school achievement as well as selected teacher biographic variables.

Multiple R	.25216
R Square	.06358
Adjusted R Square	.05565
Standard Error	.40312

F = 8.01233 Significant F = .0055

Dependent Variable: Pupil Control Ideology

---------- Variables in the Equation ----------

Independent Variable	B	SE B	Beta	T	Sig T
AchLevel	.208333	.073600	.252160	2.831	.0055
(Constant)	2.727500	.116371		23.438	.0000

---------- Variables not in the Equation ----------

Variable	Beta In	Partial	Min Toler	T	Sig T
INVOLVE	-.002976	-.002226	.524075	-.024	.9808
PLANNING	-.048908	-.034279	.459998	-.371	.7113
INTERPERS	-.111776	-.098827	.732031	-1.074	.2849
SEX	-.065310	-.067447	.998677	-.731	.4661
YRSCH	.097769	.100860	.996552	1.097	.2751
YRSEXP	.116560	.119996	.992443	1.307	.1936
SCHTYPE	-.025269	-.126112	.999885	-.283	.7780
TEDUC	-.074840	-.077333	.999833	-.839	.4032
TGRL	.067104	.000719	.997365	.008	.9938
SCH	-.015640	-.015400	.907938	-.167	.8680

Legend:

ACHLEVEL	= School Achievement Level	YRSEXP	= Years of Experience
INVOLVE	= Teacher Involvement	SCHTYPE	= School Type
PLANNING	= Principal Planning Techniques	TEDUC	= Teacher Education
INTERPERS	= Principal Interpersonal Style	TGRL	= Teacher Grade Level
SEX	= Male or Female	SCH	= School
YRSCH	= Years at School		

This instrument defines and describes acceptable teacher behavior for classroom management. In particular, a teacher is rated by a supervisor as "needs improvement" if she/he does not support and praise students. For example, one of the statement dimensions on the teacher evaluation instrument is as follows: "Teaching Task II--Assesses and Encourages Student Progress: Dimension D: Supporting Student--Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying academic responses, and using language free of sarcasm, ridicule and humiliating references". On the PCI instrument used in this study several items referred to sarcasm, ridicule and humiliation, for example, Item 3 on the PCI scale states: "Directing a sarcastic remark towards a defiant pupil is a good disciplinary technique". Consequently, the pupil control ideology (PCI) scale used in this study developed by Willower, Eidell and Hoy in 1967, appears not to reflect changes in the discipline theories and techniques being applied today in the school systems. However, in Analysis of Variance (ANOVA) (see Table 5.1(a)) there is a significant difference at the .05 level of significance among school with regard to pupil control ideology. Further, the data indicate the variables teacher involvement, principal planning techniques, principal interpersonal style, and teacher morale are at a higher level

of significance while pupil control ideology is at a lower level of significance. This data confirms Table 5.1(a) which reveals a variance among schools in mean scores indicating a more significant variance between paired schools in teacher involvement, planning techniques, and principal interpersonal style and less variance on pupil control ideology.

In analysis of Hypothesis 4 there is a significant relationship between school achievement and pupil control ideology as shown in Table 5.2. The data indicate that high achieving schools have a more humanistic control ideology as opposed to low achieving schools where the control ideology is custodial. These findings are supported by Bowles and Gintis (1976) who compared high achieving schools and low achieving and found that there was a relationship between socio-economic status and school achievement. Bowles and Gintis revealed in their research that the school characteristics of high achieving and low achieving were different. The high achieving--high socio-economic schools had an open climate, a participatory decision making system, and democratic or humanistic relationships with students; while the low achieving--low socio-economic schools had a closed climate, a bureaucratic decision making system, and hierarchical or custodial teacher-student relationships.

In analysis of Hypothesis 5 there is a significant relationship between teacher involvement and teacher morale as shown in Table 5.2. The conclusions are that teachers who are involved in committees for curriculum planning and participate in shared decision making have high morale. This data support findings of Hayman (1985) that teachers possessing high levels of motivation and self actualization tend to be more effective. In his study Hayman used a "needs deficiency" instrument based on Maslow's hierarchy of needs. Maslow (1970) defines hierarchically five levels of individual psychological needs. The first level is physiological, these are the basic needs of hunger and sex. The second level consists of safety and security needs, a desire for a stable environment. The third level includes love, belonging and social needs, the desire to belong and be accepted by others. At the fourth level is self-esteem needs, the desire to achieve, and be recognized by others. Lastly, the fifth level is self-actualization needs, the need to achieve full potential or to be fulfilled. So if teachers are involved in groups to achieve organizational goals while meeting their own individual needs then teacher morale will be high.

In analyzing Hypothesis 6 the data in Table 5.2 reveals a significant relationship between principal planning techniques and morale. The conclusion is that high teacher

morale is related to collaborative principal planning techniques. This is supported by Kuhns (1986) who examined the variables of job satisfaction and job related tensions and found they correlated positively with teachers' perception of shared governance. Thus, Kuhns concluded that participatory management practices enhance teacher attitudes. Again, this relationship can be explained by Maslow's hierarchy of needs.

In analysis of Hypothesis 7 the data in Table 5.2 shows a significant relationship between principal interpersonal style and teacher morale. The conclusion is that if the principal shows an interest in teacher needs, praises teachers and empathizes with the teacher there will be higher teacher morale. Maslow's classic "Needs Hierarchy" supports this finding. For example, if the principal praises a teacher for his/her performance in the classroom, then the teacher will feel good because the principal has recognized the teacher's competencies and abilities, and thus satisfies the teacher's self-esteem needs.

In analysis of Hypothesis 8 the data in Table 5.2 indicate a significant relationship between school achievement and teacher morale. The findings revealed that teachers feel good when their students achieve. These findings are supported by the expectancy theory which states that the individual's

motivation to behave in certain ways is greatest when he/she believes that (1) the behavior will lead to rewards, (2) the outcome has positive value, and (3) the individual has the ability to perform at the desired level (expectancy). So if the teacher chooses a behavior based on the ability to perform and the behavior results in a valued outcome, then the teacher will feel good, because he/she is rewarded for positive behavior.

In Hypothesis 9 regression analysis was performed using teacher morale as dependent variable against the other variables listed in Table 5.3. The purpose of this analysis was to determine the amount of influence each independent variable contributed to morale. In the correlation matrix, principal interpersonal style teacher involvement and planning, in addition to school achievement, are related to morale. So we need to know the order of the contributions of these variables to morale. The results of the regression analysis indicate that only planning and school achievement level are related to morale when these variables interact simultaneously. The other variables are outside of the equation as shown in the table. The order of prediction is planning (Beta = .544156 is significant at .0000) and school achievement level (Beta =.316447 at a significant level of .0001). These two variables account for an overall adjusted

variance of .64. The findings revealed that where teachers are involved and collaborate in planning in the school, there is a greater impact on school achievement and teacher morale than there is on the other independent variables in the regression equation. In other words, principal planning techniques and school achievement level influence teacher morale more than do the other independent variables. Teachers' perception of morale seems to be a response to student achievement as well as the principals' style because in part the principal's planning technique revolves around the curriculum. In addition, the high achieving and low achieving schools probably are related to the social class background of students; hence this could also explain some of the relationship.

In Hypothesis 10 regression analysis was performed using pupil control ideology as dependent variable against the variables listed in Table 5.4. The purpose of this analysis was to determine the amount of influence each independent variable contributed to pupil control ideology. The data displayed in Table 5.4 indicate that pupil control ideology is influenced most by school achievement level. The predictions for the table were (Beta = .252160) with a significance level of .0055. In this equation school achievement accounts for an overall adjusted variance of

.05. The other independent variables were outside the equation and therefore contributed very little to pupil control ideology. In conclusion, the higher the school achievement level the more positive the relationship with pupil control ideology. This is supported by Bowles and Gintis (1976) who examined school achievement relationship to socio-economic status and found that school achievement was influenced by socio-economic status. In other words, high SES contributes to high achievement in schools where teacher behaviors tend to be open/democratic; low SES contributes to low achievement and closed/bureaucratic behaviors. In a more recent research study Carnoy and Levin (1985) compared two schools from low and high socio-economic communities and found that teachers in low achieving schools displayed controlling and "custodial" behaviors as opposed to teachers in high achieving schools whose behaviors were non-controlling, open and "humanistic".

In testing the hypotheses, the researcher considered the relationship between each independent variable and the corresponding dependent variable in the correlation matrix. Further, in the regression analysis, the two dependent variables were analyzed in separate regression equations. We, therefore, need to know what would happen when these two dependent variables are interacting simultaneously with the

other independent variables. The appropriate statistics to determine this outcome is a factor analysis.

IV. Factor Analysis of all variables.

The purpose of the factor analysis is to show the various communalities of all the variables. The variables with the highest relationships are often placed in the first factor. The variables with the next highest relationships are placed in the second factor, and so on. Each factor is a commune of variables, with the strongest commune in Factor I and decreasing in strength in II, III, etc. In this study, there are two dependent variables, teacher morale and pupil control ideology. Morale is predicted by planning and school achievement in the regression analyses (Table 5.3 and 5.4). The question to be answered by the results of factor analysis is: would morale, pupil control ideology and school achievement be placed in the same factor?

The results of the factor analysis are shown in Table 5.5. In the table, planning, teacher involvement, teacher morale, school achievement level, and principal interpersonal style are placed in Factor I. As can be seen the factor loadings are the highest in Factor I (.80264 to .93344) and not significant in the other factors. These variables form one commune in Factor I. In other words, they tend to go

TABLE 5.5

FACTOR ANALYSIS

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
PLANNING	.93344	.05829	-.04055	.04048
TINVOLVE	.90053	.09608	-.05039	.02336
MORALE	.87393	-.03761	.00993	.02371
ACHLEVL	.83302	.08104	-.07051	.21270
INTERPERS	.80264	-.08864	.03483	-.15686
SCHTYPE	-.04719	.97297	.13888	-.02044
SCH	.19891	.95709	.10766	.04511
TGRL	-.05234	.94190	.12048	-.06784
YRSEXP	-.09756	.02992	.83287	.21302
TEDUC	.09186	.10487	.71167	-.35012
YRSCH	-.05934	.26657	.65244	.22573
PCI	.18386	.02388	-.01311	.68705
SEX	.08699	.05059	-.13586	-.67085

Legend:

PLANNING	=	Principal Planning Technique
TINVOLVE	=	Teacher Involvement
MORALE	=	Teacher Morale
ACHLEVL	=	School Achievement Level
INTERPERS	=	Principal Interpersonal Style
SCHTYPE	=	School Type
SCH	=	School
TGRL	=	Teacher Grade Level
YRSEXP	=	Years of Experience
TEDUC	=	Teacher Education
YRSCH	=	Years in School
PCI	=	Pupil Control Ideology
SEX	=	Male or Female

together. It is difficult to determine which variable initiates the influence among the variables in the commune. The factor analysis supports the data shown in the Correlation Matrix Table 5.2 with regard to morale. The Correlation Matrix indicates that teacher morale has a strong significant relationship to teacher involvement, principal planning techniques, principal interpersonal style and school achievement. Consequently, schools that tend to do more planning of the curriculum, involve teachers in decision-making, and have higher teacher morale and higher school achievement. In addition, schools with high achieving students probably also have students with higher socio-economic status. Significantly, pupil control ideology is not placed in Factor I with these variables. Pupil control ideology (.68705) is placed in Factor IV with sex. Since the sex coefficient is inversely related (-.67085) to PCI (.68705), it indicates that male teachers (coded 2) tend to have more custodial pupil control ideology than female teachers (coded 1). In the Correlation Matrix Table 5.2, there is no significant relationship between pupil control ideology and sex, though the results of the factor analysis placed them in the same factor. In Factor II the highly loaded variables are school type, school, and teacher grade level. This communal relationship indicates that the study

was done at three school levels--elementary, middle, and high school; and further, the data indicate that the school type at each level has a significant relationship to school and teacher grade level. Factor III is the highest loaded of all factors. This factors establishes the relationship between the variables: teacher years of experience, teacher education and years taught at present school. Again, as in Factor III, this factor shows the congruency between teacher experience, teacher education and number of years at present school.

Overall, the data indicate that the two opposing structures of pupil control ideology (dependent variable) "humanistic" and "custodial" have no significant relationship to teacher involvement, principal planning techniques or principal interpersonal style (independent variables). However, there is a significant relationship between pupil control ideology and school achievement (independent variable). Thus, school achievement is significantly related to pupil control ideology indicating that high achieving schools are more "humanistic" in their control orientation than low achieving schools with a "custodial" control orientation. On the other hand, the data indicate that teacher morale (dependent variable) is statistically significant in relationship to principal planning techniques, teacher

involvement, school achievement, and principal interpersonal style (independent variables). Hence, principal planning techniques, teacher involvement and principal interpersonal style relate significantly to high teacher morale.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

This study investigated the relationship between the dependent variables teacher pupil control ideology and teacher morale; and the independent variables teacher involvement, principal planning techniques, principal interpersonal style, school achievement, and selected teacher biographic variables. The theory proposed in this study was that if teachers are involved in systematic planning strategies, and their ideas are accepted and utilized, then they would be accepting of students and they would have less need for control. Further, the interpersonal style of the principal must be "open" as opposed to "closed", and principals must emphasize with the needs of teachers, thus resulting in higher teacher morale. The following null hypotheses emerged and were tested: (1) There is no significant relationship between pupil control ideology and teacher involvement; (2) There is no significant relationship between pupil control ideology and principal planning techniques; (3) There is no significant relationship between pupil control ideology and principal interpersonal style; (4) There is no significant relationship between pupil

control ideology and school achievement; (5) There is no significant relationship between teacher morale and teacher involvement; (6) There is no significant relationship between teacher morale and principal planning techniques; (7) There is no significant relationship between teacher morale and principal interpersonal style; (8) There is no significant relationship between teacher morale and school achievement; (9) In regression analysis of the data, pupil control ideology, teacher involvement, principal planning techniques, principal interpersonal style, school achievement, sex, years in school, years of experience, qualifications, and grade levels will not make a significant impact on teacher perception of teacher morale, teacher involvement, principal planning techniques, principal interpersonal style, school achievement, sex, years in school, years of experience, qualifications, and grade levels will not make a significant impact on teacher's ideology of pupil control.

The study methodology was a survey of six schools at three levels, two schools at each level, elementary, middle, and high schools in the Atlanta Public School System. In this study 275 teachers participated. A total of 135 teachers responded to the questionnaire instrument; and 120 teacher responses were randomly selected to be analyzed by pairing

based on the lowest number received at each level. The schools were paired according to school achievement scores based on Iowa Test of Basic Skills (ITBS) for the years 1985-1988; a high achieving school was paired with a low achieving school.

The main findings in the review of literature were as follows:

In a study by Burgess (1983) the relationship between climate and pupil control ideology was investigated. The conclusions were that it is likely that teachers and administrators with humanistic beliefs in pupil control ideology would tend to exhibit behaviors which would characterize open climate. Similarly, Hoy and Miskel (1983) explained that schools characterized by a humanistic pupil control orientation would foster opportunities for meaningful and authentic social relations, producing students with a positive commitment to their schools. Alternatively, custodial pupil control orientation would provide an atmosphere that limits identification with teachers and the school and may indeed produce a sense of alienation among students. Further, the authenticity of teacher-principal relations, which is characteristic of the open school, would tend to pervade teacher-pupil interactions. In examining participatory management Kuhns (1986) found that there was a significant

relationship between participatory management and teacher involvement. In research focused on leader behavior, Brown (1983) studied the factors relating to leader behaviors which contribute most to student achievement in urban inner-city high schools. The findings revealed that teacher satisfaction and the expectation that all students can master the basic objectives were associated with the leader behavior of the principal. Finally, teacher morale was investigated by Beattie (1987) to determine if selected demographic characteristics influence morale. The conclusions were that the type of leadership exerted within the individual school was the factor most significantly related to the level of teacher morale.

The above studies did not involve principal planning techniques. This study covered some of the above variables and principal planning techniques. Hence, this study filled a gap in the literature.

The main results of this study were as follows: In a correlation analysis, pupil control ideology (PCI) is significantly related to school achievement; but PCI is not significantly related to teacher involvement, principal planning techniques, principal interpersonal style, or teacher selected biographical variables. In correlation analysis of teacher morale a strong significant relationship was found

between teacher involvement, principal planning techniques, principal interpersonal style, and school achievement. In addition, in regression analysis using teacher morale against all other variables, planning and school achievement were related to teacher morale. In a factor analysis, teacher morale was placed in Factor I with teacher involvement, principal planning techniques, principal interpersonal style, and school achievement. Pupil control ideology was negatively placed in Factor IV with sex indicating male pupil control ideology was more "custodial" and female control ideology was more "humanistic".

Conclusions

In conclusion, the findings in this study revealed that pupil control ideology is significantly related to school achievement, but not significantly influenced by teacher involvement, principal planning techniques and principal interpersonal style. These findings are based on teachers' response to the PCI scale on the questionnaire instrument administered. The reason for PCI non-significant relationships could be teacher familiarity with responses expected. Presently, in Georgia, teachers are being assesses on the GTEI which assesses behaviors and attitudes of teachers in relation to student achievement and classroom management; and consequently, teacher's level of awareness has been heighten

as to the "correct" responses to an instrument such as the PCI based on their exposure to GTEI. In regression analyses, the data revealed that (1) school achievement contributed to pupil control ideology indicating high achieving schools are more open and "humanistic" than low achieving schools that are closed and "custodial" in control structure; and (2) planning and school achievement contributed to teacher morale indicating teachers' desire to be involved in planning, and a desire to contribute to student achievement. Further, in correlation analysis the findings revealed that teacher morale is highly significant in relation to the independent variables teacher involvement, principal planning techniques, school achievement, and principal interpersonal style. In addition, in a factor analysis teacher morale was placed in Factor I with teacher involvement, principal planning techniques, principal interpersonal style, and school achievement. These results indicate teachers' desire to be involved in shared decision making, to collaborate in planning of curriculum, to set school goals for student achievement, and to be recognized by the principal for their abilities and worth.

Recommendations

1. It is recommended for future research that the PCI instrument be reconstructed to reflect

student behaviors and pupil control ideology practiced in schools today; or construct and administer a questionnaire to students for determining pupil control ideology.

2. Expand the sample to include a larger number of schools in differing socio-economic school districts in order to examine more specifically socio-economic impact on pupil control ideology and teacher morale.

3. Examine middle and high schools, only, in urban areas with regard to pupil control ideology and teacher morale since these school levels appear to be particularly in crisis with high teacher burn-out, low teacher morale, and student discipline.

4. Replicate this study using the experimental design over time with a control group and non-control group to determine if PCI and teacher morale are influenced by the variables of principal planning techniques, teacher involvement, principal interpersonal style, school achievement and selected biographical variables.

5. Based on the statistical data, morale is in the same factor as teacher involvement, principal planning techniques, and principal interpersonal style and school achievement; it is therefore recommended that principals be encouraged to improve teacher morale by:
   (a) Involving teachers in committees for curriculum planning and using shared decision making techniques.
   (b) Involving teachers in strategic planning through collaboration in goal setting and using alternative choice techniques in choosing appropriate alternatives among subplans.
   (c) Developing principal's interpersonal style to being open and more "humanistic" whereby the principal shows interest in teacher's needs, and praises teachers for positive behaviors and performance.
6. It is recommended to provide staff development to promote appropriate teacher/principal behaviors regarding involvement techniques, planning techniques, and interpersonal behavior techniques.

The staff should be included in organizing and developing plans and modules for the staff development programs. Further, staff development training programs for principal interpersonal behavior techniques should be on site for added impact.

APPENDIX A

Item to Scale Correlation Coefficients for Perception Variables:

Pupil Control Ideology, Teacher Involvement, Principal Planning Techniques, Principal Interpersonal Style, and Teacher Morale.

	ITEMS	VARIABLES
		Pupil Control Ideology
1.	It is desirable to require pupils to sit in assigned seats during assemblies.	.36571
2.	Pupils are usually not capable of solving their problems through logical reasoning.	.48381
3.	Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	.33576
4.	Beginning teachers are not likely to maintain strict enough control over their pupils.	.35058
5.	Teachers should consider revision of their teaching methods if they are criticized by their pupils.	.10233*
6.	The best principals give unquestioning support to teachers in disciplining pupils.	-.04809
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	.33033
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	.27815*

	ITEMS	VARIABLES Pupil Control Ideology
9.	Too much pupil time is spent on activities and too little on academic preparation.	.29119*
10.	Being friendly with pupils often leads them to become too familiar.	.50749
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	.47719
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	.51990
13.	Pupils can be trusted to work together without supervision.	.24335*
14.	If pupils use obscene or profane language in school, it must be considered a moral offense.	.50726
15.	If pupils are allowed to use the lavatory without getting permission this privilege will be abused.	.53665
16.	A few pupils are just young hoodlums and should be treated accordingly.	.50293
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	.46510
18.	A pupil who destroys school material or property should be severely punished.	.42306
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	.55672
20.	Pupils often misbehave in order to make the teacher look bad.	.47385

	ITEMS	Teacher Involvement
21.	Uses teachers' opnions at faculty meetings.	.77497
22.	Sets up grade level committees or quality circles.	.80105
23.	Uses the committees to oversee curriculum implementation, evaluation and adjustment.	.86070
24.	Uses committees/quality circles to make important school-wide decisions.	.86675
25.	Uses committees ideas in evaluation of teachers.	.75506
26.	Uses committees to plan and implement staff development activities.	.90395
27.	Checks that the committees obtain training in quality circle and problem-solving techniques.	.84079
28.	Uses committees' feedback in revising his/her decisions.	.90407

	ITEMS	Planning
29.	Show an overall vision/theory of where we want to go.	.76783
30.	Develop an overall strategy of where we want to go and what to do to get there.	.82995
31.	Develop an overall strategy for knowing when we are failing to meet our goals and what to do to correct the problems.	.87253
32.	Identify alternative causes of problems.	.86037
33.	Prioritize the causes of problems.	.85195

	ITEMS	Planning
34.	Identify alternative objectives to resolve problems.	.87913
35.	Prioritize and choose the best objectives from among alternatives.	.92672
36.	Design alternative methods to counteract the causes of problems.	.92397
37.	Choose the best method from among alternatives.	.89669
38.	Estimate the cost of time and resources of alternative methods.	.84371
39.	Choose methods on the basis of costs and time efficiency.	.83345
40.	Generate alternative techniques for evaluating decisions.	.90404
41.	Choose the best method of evaluating decisions from among alternatives.	.88572
42.	Use the results of evaluation for revising decisions.	.89861
43.	Show the inner-linkages of decisions and sub-plans.	.90069

	ITEMS	Principal Interpersonal Style
44.	Asks for opinions but acts on his/her own beliefs.	.28202*
45.	Gives in when you disagree with him/her.	.46049
46.	Accepts the opinions of others.	.77996
47.	Uses rigid rules to insure compliance.	.38864

	ITEMS	Principal Interpersonal Style
48.	Uses praise to arouse teachers need to work.	.68072
49.	Wants things to be done his/her way.	.15439*
50.	Blames others when something goes wrong.	-.41589
51.	Finds a solution that is acceptable to you when there is difference of opinion.	.69386
52.	Goes along with your opinion to a problem when there is a difference of opinion.	.70540
53.	Tries to change you to his beliefs.	-.05763*
54.	Explains how a decision will impact you before making the decision.	.60075
55.	Explains why/how you should do something rather than blaming you when you happened to do it wrong.	.71388
56.	Sees your side in a problem with him/her.	.78282
57.	Helps you to clarify your feelings about an issue.	.61565
58.	Takes your side when a higher authority tries to reprimand you.	.58594
59.	Shows you the easy way to comply with rules that higher authority enforces.	.74567

	ITEMS	Teacher Morale
60.	I enjoy working in this school.	.76502
61.	I am proud of the work of the teachers.	.69377
62.	I am proud of the work of the principal.	.89362
63.	I am proud of the way the principal represents the school.	.85844
64.	I am proud of the high expectations that teachers have for students.	.69323
65.	I am proud of the high expectations that the principal has for students.	.88638
66.	My professional opinions are important to my peers.	.68222
67.	My professional opinions are important to my principal.	.87267
68.	My principal's professional opinions are important to me.	.84090
69.	My peers professional opinions are important to me.	.50842

APPENDIX B

Questionnaire as Administered

QUESTIONNAIRE

INSTRUCTIONS: The following statements are about schools, teachers, and pupils. Please indicate your personal opinion about each statement circling the appropriate response at the right of the statement.

KEY: SA=Strongly Agree; A=Agree; U=Undecided;
D=Disagree; SD=Strongly Disagree

1.	It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2.	Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3.	Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4.	Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5.	Teachers should consider revision of their teaching methods if they are criticized by their pupils.	SA	A	U	D	SD
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD

9.	Too much pupil time is spent on activities and too little on academic preparation.	SA	A	U	D	SD
10.	Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14.	If pupils use obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission this privilege will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18.	A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20.	Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

SECTION II: QUESTIONNAIRE

INSTRUCTIONS: Please circle one response to each statement using the following scale:

KEY: 1=NEVER: 2=RARELY; 3=SOMETIMES; 4=OFTEN: 5=VERY OFTEN

A. With respect to TEACHER INVOLVEMENT, the principal:

21.	Uses teachers' opinions at faculty meetings.	1	2	3	4	5
22.	Sets up grade level committees or quality circles.	1	2	3	4	5
23.	Uses the committees to oversee curriculum adjustment.	1	2	3	4	5
24.	Uses committees/quality circles to make important school-wide decisions.	1	2	3	4	5
25.	Uses committees ideas in evaluation of teachers.	1	2	3	4	5
26.	Uses committees to plan and implement staff development activities.	1	2	3	4	5
27.	Checks that the committees obtain training in quality circle and problem-solving techniques.	1	2	3	4	5
28.	Uses committees' feedback in revising his/her decisions.	1	2	3	4	5

B. With respect to DECISION-MAKING/PLANNING, the principal in Strategic Planning, ASKS teachers to:

29.	Show an overall vision/theory of where we want to go.	1	2	3	4	5
30.	Develop an overall strategy of where we want to go and what to do to get there.	1	2	3	4	5

31.	Develop an overall strategy for knowing when we are failing to meet our goals and what to do to correct the problems.	1	2	3	4	5
32.	Identify alternative causes of problems.	1	2	3	4	5
33.	Prioritize the causes of problems.	1	2	3	4	5
34.	Identify alternative objectives to resolve problems.	1	2	3	4	5
35.	Prioritize and choose the best objectives from among alternatives.	1	2	3	4	5
36.	Design alternative methods to counteract the causes of problems.	1	2	3	4	5
37.	Choose the best method from among alternatives.	1	2	3	4	5
38.	Estimate the cost of time and resources of alternative methods.	1	2	3	4	5
39.	Choose methods on the basis of costs and time efficiency.	1	2	3	4	5
40.	Generate alternative techniques for evaluating decisions.	1	2	3	4	5
41.	Choose the best method of evaluating decisions from among alternatives.	1	2	3	4	5
42.	Use the results of evaluation for revising decisions.	1	2	3	4	5
43.	Show the inter-linkages of decisions and sub-plans.	1	2	3	4	5

C. With respect to INTERPERSONAL STYLE, the principal:

44.	Asks for opinions but acts on his/her own beliefs.	1	2	3	4	5
45.	Gives in when you disagree with him/her.	1	2	3	4	5

46.	Accepts the opinions of others.	1	2	3	4	5
47.	Uses rigid rules to ensure compliance.	1	2	3	4	5
48.	Uses praise to arouse teachers's need to work.	1	2	3	4	5
49.	Wants things to be done his/her way.	1	2	3	4	5
50.	Blames others when something goes wrong.	1	2	3	4	5
51.	Finds a solution that is acceptable to you when there is difference of opinion.	1	2	3	4	5
52.	Goes along with your solution to a problem when there is a difference of opinion.	1	2	3	4	5
53.	Tries to change you to his beliefs.	1	2	3	4	5
54.	Explains how a decision will impact you before making the decision.	1	2	3	4	5
55.	Explains why/how you should do something rather than blaming you when you happened to do it wrong.	1	2	3	4	5
56.	Sees your side in a problem with him/her.	1	2	3	4	5
57.	Helps you to clarify your feelings about an issue.	1	2	3	4	5
58.	Takes your side when a higher authority tries to reprimand you.	1	2	3	4	5
59.	Shows you the easy way to comply with rules that higher authority enforces.	1	2	3	4	5

D. With respect to YOUR FEELINGS about this school:

60.	I enjoy working in this school.	1	2	3	4	5
61.	I am proud of the work of the teachers.	1	2	3	4	5
62.	I am proud of the work of the principal.	1	2	3	4	5
63.	I am proud of the way the principal represents the school.	1	2	3	4	5
64.	I am proud of the high expectations that teachers have for students.	1	2	3	4	5
65.	I am proud of the high expectations that the principal has for students.	1	2	3	4	5
66.	My professional opinions are important to my peers.	1	2	3	4	5
67.	My professional opinions are important to my principal.	1	2	3	4	5
68.	My principal's professional opinions are important to me.	1	2	3	4	5
69.	My peers professional opinions are important to me.	1	2	3	4	5

E. Please complete the following demographic items by checking the appropriate space:

70. SEX: Male: ____; Female: ____

71. Number of years in this school: 1-2 ____; 3-5 ____; 6-8 ____;

9-+ ____.

72. Number of years teaching experience: 1-2 ____; 3-5 ____; 6-8 ____:

9-+ ____.

73. School Type: High ____; Middle ____;

Elementary ____.

74. Highest Educational Level: Bachelors ___;

Masters ___;

Specialist Plus ___.

75. Grade level(s) currently teaching: K-1 ___; 2-3 ___; 4-5 ___;

6-8 ___; 9-12 ___.

Thank you for your patience and cooperation in completing this questionnaire.

Sincerely,

Daisy Evans
Doctoral Candidate
Educational Leadership
Atlanta University

APPENDIX C

IOWA TESTS OF BASIC SKILLS (ITBS) AND TESTS OF ACHIEVEMENT PROFICIENCY (TAP) 1985-1986 "READING"* IN SIX SELECTED ATLANTA PUBLIC SCHOOLS

Normal Curve Equivalent (NCE) score and Percentage of Students Scoring At or Above the National Norm*

School	Elementary		Middle		High	
AchLevel+	(1)	(2)	(1)	(2)	(1)	(2)
NCE	38	46	37	50	39	42
% **	24	38	23	52	27	35

Source: The Atlanta Public Schools 1985-86 Pupil Performance and Expenditures Report; Division of Curriculum/ Department of Research and Evaluation.

* Iowa Tests of Basic Skills administered to grades 1-8 and Tests of Achievement and Proficiency grades 9-11.

** Percentage of students who scored at or above the national norm on the ITBS/TAP Reading tests.

\+ School achievement level ranked: 1 = low achieving and 2 = high achieving.

IOWA TESTS OF BASIC SKILLS (ITBS) AND TESTS OF ACHIEVEMENT PROFICIENCY (TAP) 1986-87 "READING AND MATHEMATICS"* IN SIX SELECTED ATLANTA PUBLIC SCHOOLS

PERCENT OF STUDENTS SCORING AT OR ABOVE THE NATIONAL NORM IN READING AND MATHEMATICS

School	Elementary		Middle		High	
AchLevel+	(1)	(2)	(1)	(2)	(1)	(2)
Reading	33	59	29	59	31	35
Math	45	72	28	57	24	31

* Iowa tests of Basic Skills administered to grades 1-8 and Tests of Achievement and Proficiency grades 9-11.

+ School achievement level ranked : 1 = low achieving and 2 = high achieving.

IOWA TESTS OF BASIC SKILLS (ITBS) AND TESTS OF ACHIEVEMENT PROFICIENCY (TAP) 1987-88 "READING AND MATHEMATICS"* IN SIX SELECTED ATLANTA PUBLIC SCHOOLS

PERCENT OF STUDENTS SCORING AT OR ABOVE THE NATIONAL NORM IN READING AND MATHEMATICS

School	Elementary		Middle		High	
AchLevel+	(1)	(2)	(1)	(2)	(1)	(2)
Reading	22	62	30	63	33	43
Math	30	79	21	59	30	38

* Iowa Tests of Basic Skills administered to grades 1-8 and Tests of Achievement and Proficiency grades 9-11.

\+ School achievement level ranked: 1 = low achieving and 2 = high achieving.

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